

St Cuthbert's Catholic Primary school:
Primary Sport Premium fund statement
2014/15.



Press Release- Dept for Education Health, Culture, Media and Sport

The Government is providing funding of £150 million per annum for academic years 2013/14 and 2014/15 to provide **new, substantial primary school sport funding**. This funding is being jointly provided by the Departments for Education, Health and Culture, Media and Sport, and will see money going directly to primary school headteachers to spend on improving the quality of sport and PE for all their children. The sport funding can only be spent on sport and PE provision in schools.

Eligible schools

All primary schools will receive £9,205 per annum for an initial two years from the school year 2013/2014.

Purpose of funding

Schools will have to spend the sport funding on **improving their provision of PE and sport**, but they will have the freedom to choose they do this.

Possible uses for the funding include:

- **hiring specialist PE teachers or qualified sports coaches** to work alongside primary teachers when teaching PE
- paying for **professional development opportunities** in PE/sport
- **providing cover to release** primary teachers for professional development in PE/sport
- **running sport competitions**, or increasing participation in the school games
- buying quality assured professional development **modules or materials** for PE/sport
- Providing places for pupils on after school sport clubs.

Accountability

Schools will be held to **account** for how they spend the sport funding. **Ofsted will strengthen its coverage of sport and PE** within the Inspectors' Handbook and supporting guidance, so that schools and inspectors know how sport and PE will be assessed in future as part of the school's overall provision offered.

Schools will be required to include details about their sporting provision on their school website, alongside their curriculum details, so parents can compare sports provision between schools, both within and beyond the school day.

Best practice

Schools will be able to draw on information on effective practice taken from case studies provided by the very best schools. One year on, Ofsted will carry out a survey reporting on the first year's expenditure and its impact.

Sustainability

We will endeavour to use the funding to make high quality PE and sport sustainable. We believe that in order to have effectively taught PE throughout the school that it would be beneficial to use the expertise of the senior schools around us, in order to aid our own development.

| Equipment | | |
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| Purpose of expenditure | Cost | Impact and sustainability. |
| Gym Matts | £286.00 | Allows all staff to access to quality equipment in order to produce excellent P.E. lessons. Will also allow extracurricular clubs to take place. |
| Netball equipment x2 | £440.25 | Following staff audit need for CPD in gymnastics highlighted. Purchasing quality equipment will enable PE leader and gymnastics specialist to offer staff CPD. |
| Total | £726.25 | |
| Teaching an Extra curricular | | |
| Purpose of expenditure | Cost | Impact and sustainability. |
| Archbishop Ilse PE Provision (1 day a week) Autumn Term 2014 Spring Term 2015 | £2760.00 | Specialist PE teachers from a Local senior school taught in school one day a week. The sessions were led by both class teacher and PE teacher from senior school. This enabled teachers to improve their own teaching, whilst the children received a high quality of teaching. Classes involved: Y1, Y3, Y4 and Y5 (120 children receiving regular , high quality PE lessons) |
| Get Sports: Football club 3x a week (Y1&2, Y3&4, Y5&6) Gym: 2x a week (Y2, Y5) Gross Motor x1 (Rec) | £4800.00 | A large amount of children from across the school gain the opportunity to access a high quality of sport coaching. Children pay no fee for clubs therefore making it inclusive and accessible to all. Football club attendance: 66 Pupils Gym club attendance: 90 Pupils Gross Motor: 18 Pupils |
| JDC: Dance club 1x a week (Year 1+2) | £1050.00 | Children from different year groups received specialist dance training. Dance club attendance: 31 Pupils |
| Basketball coaching 1x a week | £375.00 | Local sports club came in to give children a chance to access a sport they may not have plaid before. This has enabled children to find a passion for a new sport as well as |

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| | | building links with local team and clubs. Basketball club attendance: 20 |
| Total | £8985.00 | In total 215 places were filled by the children of our school, which is between 60-70% of children in our school. |
| Educational Visit | | |
| WCCC international match Eng vs NZ (Y5 & Y6: 60 children) | £300.00 +£295.00 (transport) | Children attended an international cricket match. Money used to enrich the children sporting knowledge and experience. |
| Total | £595.00 | |
| Overall Total | £10,306.25 | |

P.E. Provision - Teacher Development

Overview of Y1 PE

Having the opportunity to observe and teach alongside the specialist PE teacher has been extremely beneficial, as I now feel more confident in structuring and teaching PE lessons. I feel that my subject knowledge has improved and I now understand the correct way to demonstrate the various skills and techniques, required within the curriculum, to the children.

At the beginning of the year I observed a range of warm up activities led by the specialist PE teacher. This revealed the importance of informing the children of why we warm up before physical activity and explaining to them the immediate effects of warming up. When given the opportunity to take over the teaching of this part of the lesson, I felt confident to do so and used the different strategies that I had observed the specialist PE teacher carry out. I now use these in my own PE lessons.

As a result of observing lessons taking place, I have now gathered a bank of physical activities in which the children can apply and demonstrate a range of skills, within different areas of the PE curriculum.

Observing a sequence of gymnastics lessons has developed my understanding of the different positions, actions and instructions which help the children to remember them, for example, moving into a "capital letter", as a standing position. I feel I will be able to demonstrate and use these confidently in future PE lessons.

It was interesting to see *The Gruffalo* being used as a stimulus for dance lessons. I can see where there is potential to use similar ideas for different stories in the future.

With regards to games, I have seen a range of activities that have enabled the children to master basic movements like running, jumping, throwing and catching. These activities are simple and easy to understand, and provide fun yet competitive approaches to physical education. This has enabled me to observe how competitive and co-operative games can be used to develop attacking and defending skills whilst developing team work.

I have also developed a greater understanding of how to use our own PE equipment differently and more effectively. Furthermore, I feel confident in

using a wider range of resources/ equipment to extend the children's knowledge and skills when planning and teaching lessons.

I now feel more confident in planning PE lessons that ensure the development of new skills at a level appropriate to the children's ability.

P.E Support Effectiveness Overview Y3 (2014-2015)

Planning - Mr Loney provided me with his planning weekly. The layout and content of planning has taught me how P.E should effectively be planned. Through the use of warm ups and cool down either side of the main activity provides children with the necessary skill set to be successful in the main activity.

Teaching and Learning - Observing Mr Loney Teach has enabled me to become more confident in teaching P.E. independently. The use of modelling and catering for individual needs within lessons practically has deepened my understanding of the differing degrees of subject knowledge of the children and how to develop these needs through a range of activities. The use of student modelling which was done throughout his lessons gave children a sense of worth within the lessons and allowed them to become 'masters' in their field of study.

Behaviour Management - The behaviour management strategies employed by Mr Loney such as; hand signals and sitting children down when instructions were orated was effective with my class. These strategies allowed the children to be fully aware of their task and ensured all children were engaged in their learning. This year I have used these strategies when teaching P.E. independently and children have responded well to it.

Assessment - Within the lessons last year, formative assessment was completed in the lesson through the use of *performances* children would show the skill set they had learnt to the rest of the class. This gave the teacher a good understanding of which children achieved the learning objective and which children were working towards the learning objective.

Confidence and Experience - Throughout the year, observing Mr Loney in all areas of the P.E primary curriculum has given me invaluable experience and confidence in teaching the subject. Through observation and working with groups, I have learnt both

subject knowledge and subject specific pedagogical skills which will be employed as I become more independent in the teaching of P.E. in my year group.

